

# Operational Updates

# 2015 National Content Test: Race and Ethnicity Study Plan and Recent Outreach Activities

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# 2015 National Content Test

## Agenda

- Refresher on 2015 NCT
- Update on response rates
- Where we are now
- Overview of race and ethnicity study plan
- Outreach to advisory groups and stakeholders

# 2015 National Content Test

## Refresher Overview

- Census Day of September 1, 2015
- Used a large, nationally representative sample of 1.2 million addresses, including Puerto Rico
- Evaluate and compare different census content, including race and ethnicity, relationship, and within-household coverage
- Refine estimates of national self-response and Internet response rates and continue testing different contact strategies for optimizing self-response
- Conduct content reinterviews with a subsample of respondents, to measure accuracy of race/ethnicity and coverage

# 2015 National Content Test

## Contact Strategy Design

	Panel	1	2	3*	4*	5*
1	Internet Push (Control)	Letter	Postcard	Postcard	Questionnaire	
2	Internet Push with Early Postcard	Letter	Postcard (3 days sooner)	Postcard	Questionnaire	
3	Internet Push with Early Questionnaire	Letter	Postcard	Questionnaire	Postcard	
4	Internet Push with Even Earlier Questionnaire (Low response stratum only)	Letter	Questionnaire	Postcard	Postcard	
5	Internet Choice (Low response stratum only)	Questionnaire	Postcard	Postcard	Questionnaire	
6	Internet Push with Postcard as 3 <sup>rd</sup> Reminder	Letter	Postcard	Postcard	Questionnaire	Postcard
7	Internet Push Postcard	Postcard	Postcard	Letter	Questionnaire	
8	Internet Push with Early Postcard and 2 <sup>nd</sup> Letter Instead of Mail Q	Letter	Postcard (3 days sooner)	Postcard	Letter	
9	Internet Push with Postcard and Email as 1 <sup>st</sup> Reminder (Same time)	Letter	Postcard and Email (3 days sooner)	Postcard	Questionnaire	

\*Targeted to Nonrespondents

# 2015 National Content Test

## Preliminary Response Rates

	Panel	Internet	Telephone	Mail	Total
1	Internet Push (Control)	37.5 (0.19)	6.5 (0.09)	9.5 (0.11)	53.6 (0.18)
2	Internet Push with Early Postcard	37.1 (0.16)	6.5 (0.09)	9.8 (0.11)	53.4 (0.18)
3	Internet Push with Early Questionnaire	33.7 (0.17)	5.1 (0.08)	14.3 (0.12)	53.1 (0.17)
4	Internet Push with Even Earlier Questionnaire (Low response stratum only)	16.8 (0.23)	3.2 (0.10)	17.5 (0.23)	37.5 (0.28)
5	Internet Choice (Low response stratum only)	10.8 (0.17)	2.1 (0.09)	29.8 (0.28)	42.6 (0.29)
6	Internet Push with Postcard as 3 <sup>rd</sup> Reminder	38.1 (0.18)	6.8 (0.09)	10.4 (0.10)	55.2 (0.18)
7	Internet Push Postcard	36.1 (0.17)	6.1 (0.09)	9.9 (0.11)	52.1 (0.18)
8	Internet Push with Early Postcard and 2 <sup>nd</sup> Letter Instead of Mail Q	41.0 (0.18)	7.4 (0.10)	N/A	48.5 (0.17)
9	Internet Push with Postcard and Email as 1 <sup>st</sup> Reminder (Same time)	37.8 (0.18)	6.3 (0.09)	9.8 (0.10)	53.9 (0.19)

# 2015 National Content Test

## Where Are We Now?

- Finalizing all data processing, including coding and editing
- Finalizing study plans for relationship and optimizing self-response
- Working on data analyses
- Feedback and outreach on race and ethnicity study plan

# Overview of Race and Ethnicity Study Plan



# Race and Ethnicity Study Plan

## Introduction and Background

- Explains purpose and goals of 2015 National Content Test (NCT)
- Provides background on current OMB race and ethnic standards
- Overview of major Census content tests over past 40 years
- Connects 2010 AQE research to NCT goals and objectives for improving data on race/ethnicity

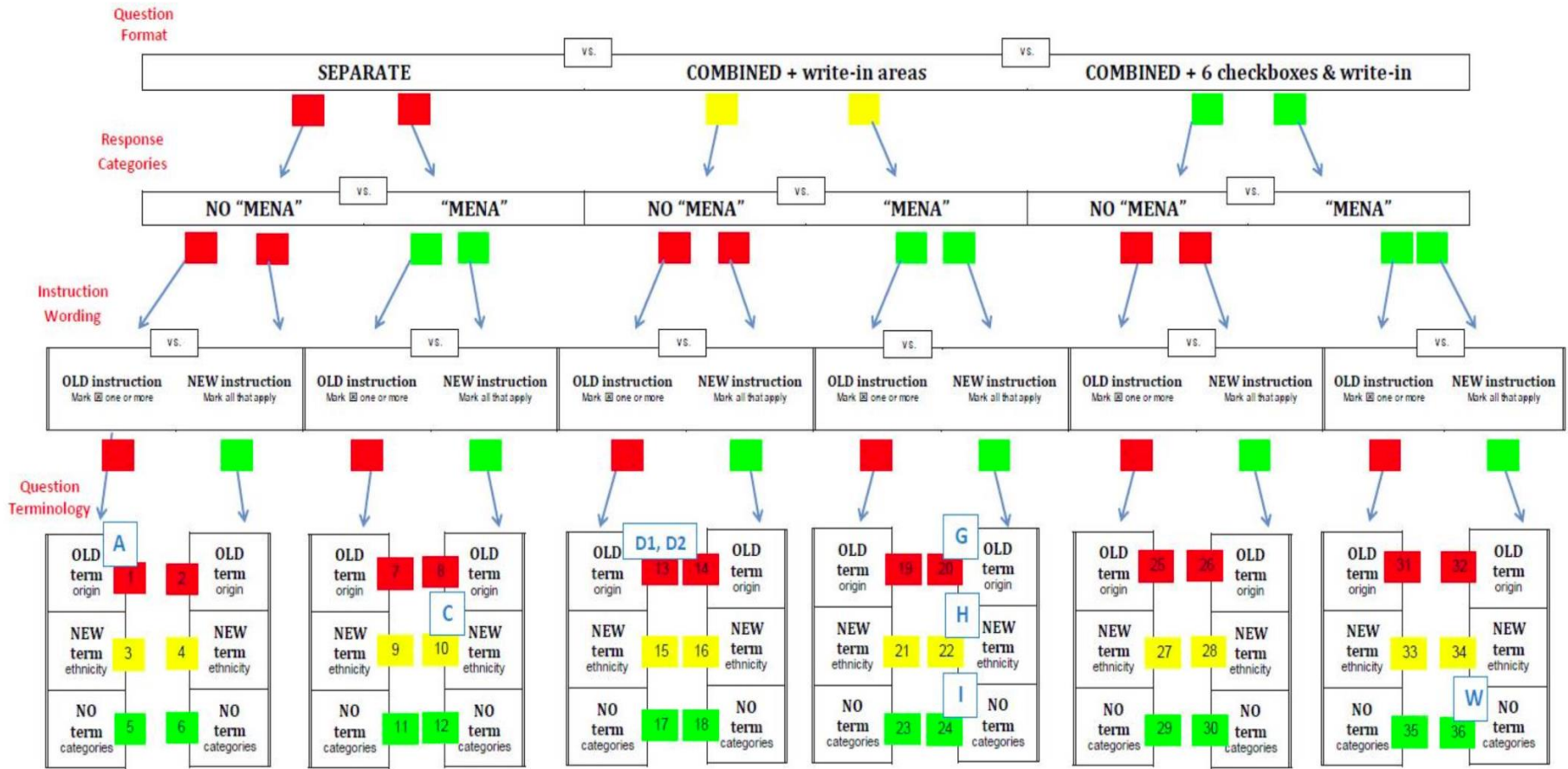
# Race and Ethnicity Study Plan

## Methodology

- Thoroughly explains NCT research dimensions, scope, and objectives
- Documents how sample design was developed; provides illustration of how oversampling of major groups was allocated across the country
- Provides overview of NCT initial survey and reinterview evaluation
- Discusses data processing, coding, and editing operations

# Race and Ethnicity Study Plan

## Dimensions and Testing Paths



# Race and Ethnicity Study Plan

## Goals for Mid-Decade: Race and Hispanic Origin Research

### Key Dimensions to Explore

- Separate questions vs. combined question
- “Middle Eastern or North African” (MENA) category
- Instruction wording and terminology
- Web-based designs to improve question understanding and optimize reporting of detailed racial and ethnic groups

# Race and Ethnicity Study Plan

## Research Questions and Decision Criteria

- Research questions, data tables, and decision criteria were developed for each of the NCT research dimensions
- Our hypotheses are presented as research questions (a priori), along with table shells and explanations of what will be analyzed
- Decision criteria present how the results will be evaluated to make recommendations

# Race and Ethnicity Study Plan

## Question Format

### Separate

→ NOTE: Please answer BOTH Question 8 about Hispanic ethnicity and Question 9 about race. For this census, Hispanic ethnicities are not races.

**8. Is Person 1 Hispanic, Latino, or Spanish?**  
Mark all boxes that apply AND print ethnicity in the spaces below.  
Note, you may report more than one group.

☐ No, not Hispanic, Latino, or Spanish  
☐ Yes, Mexican, Mexican Am., Chicano  
☐ Yes, Puerto Rican  
☐ Yes, Cuban  
☐ Yes, another Hispanic, Latino, or Spanish ethnicity – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ☐

**9. What is Person 1's race?**  
Mark all boxes that apply AND print ethnicity in the spaces below.  
Note, you may report more than one group.

☐ White – Print, for example, German, Irish, English, Italian, Polish, French, etc. ☐

☐ Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ☐

☐ American Indian or Alaska Native – Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. ☐

☐ Chinese ☐ Vietnamese ☐ Native Hawaiian  
☐ Filipino ☐ Korean ☐ Samoan  
☐ Asian Indian ☐ Japanese ☐ Chamorro  
☐ Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. ☐ Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. ☐

☐ Middle Eastern or North African – Print, for example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc. ☐

☐ Some other race – Print race or ethnicity. ☐

### Combined w/ Write-Ins

**8. What is Person 1's race or origin?**  
Mark all boxes that apply AND print origins in the spaces below.  
Note, you may report more than one group.

☐ White – Print, for example, German, Irish, English, Italian, Polish, French, etc. ☐

☐ Hispanic, Latino, or Spanish origin – Print, for example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc. ☐

☐ Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ☐

☐ Asian – Print, for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. ☐

☐ American Indian or Alaska Native – Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. ☐

☐ Middle Eastern or North African – Print, for example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc. ☐

☐ Native Hawaiian or Other Pacific Islander – Print, for example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc. ☐

☐ Some other race or origin – Print race or origin. ☐

### Combined w/ Checkboxes

**8. Which categories describe Person 1?**  
Mark all boxes that apply AND print details in the spaces below.  
Note, you may report more than one group.

☐ WHITE – Provide details below:  
☐ German ☐ Irish ☐ English  
☐ Italian ☐ Polish ☐ French  
 Print, for example, Scottish, Norwegian, Dutch, etc. ☐

☐ HISPANIC, LATINO, OR SPANISH – Provide details below:  
☐ Mexican or Mexican American ☐ Puerto Rican ☐ Cuban  
☐ Salvadoran ☐ Dominican ☐ Colombian  
 Print, for example, Guatemalan, Spaniard, Ecuadorian, etc. ☐

☐ BLACK OR AFRICAN AM. – Provide details below:  
☐ African American ☐ Jamaican ☐ Haitian  
☐ Nigerian ☐ Ethiopian ☐ Somali  
 Print, for example, Ghanaian, South African, Barbadian, etc. ☐

☐ ASIAN – Provide details below:  
☐ Chinese ☐ Filipino ☐ Asian Indian  
☐ Vietnamese ☐ Korean ☐ Japanese  
 Print, for example, Pakistani, Cambodian, Hmong, etc. ☐

☐ AMERICAN INDIAN OR ALASKA NATIVE – Provide details below:  
☐ American Indian ☐ Alaska Native ☐ Central or South American Indian  
 Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat, Nome Eskimo Community, etc. ☐

☐ MIDDLE EASTERN OR NORTH AFRICAN – Provide details below:  
☐ Lebanese ☐ Iranian ☐ Egyptian  
☐ Syrian ☐ Moroccan ☐ Algerian  
 Print, for example, Israeli, Iraqi, Tunisian, etc. ☐

☐ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER – Provide details below:  
☐ Native Hawaiian ☐ Samoan ☐ Chamorro  
☐ Tongan ☐ Fijian ☐ Marshallese  
 Print, for example, Palauan, Tahitian, Chuukese, etc. ☐

☐ SOME OTHER RACE, ETHNICITY, OR ORIGIN – Print below. ☐

# Race and Ethnicity Study Plan

## Web-Based Designs

### Separate Question for Hispanic Origin

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**United States Census Bureau** 2015 National Content Test

Instructions FAQs Save and Log Out

**Is NAME of Hispanic, Latino, or Spanish origin?**  
Select one or more boxes **AND** enter origins.

(Help)

☐ No, not of Hispanic, Latino, or Spanish origin

☐ Yes, Mexican, Mexican Am., Chicano

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, another Hispanic, Latino, or Spanish origin  
Enter, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.

OMB No.: 0607-0995 Approval Expires: 6/30/2018 Accessibility Privacy Security

### Separate Question for Race

AN OFFICIAL WEBSITE OF THE UNITED STATES GOVERNMENT

**United States Census Bureau** 2015 National Content Test

Instructions FAQs Save and Log Out

**What is NAME's race? (Help)**  
Select one or more boxes **AND** enter origins.

☐ White  
Enter, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

☐ Black or African Am.  
Enter, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

☐ American Indian or Alaska Native  
Enter name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.

☐ Chinese

☐ Filipino

☐ Asian Indian

☐ Vietnamese

☐ Korean

☐ Japanese

☐ Other Asian  
Enter, for example, Pakistani, Cambodian, Hmong, etc.

☐ Native Hawaiian

☐ Samoan

☐ Chamorro

☐ Other Pacific Islander  
Enter, for example, Tongan, Fijian, Marshallese, etc.

☐ Some other race or origin  
Enter race or origin

OMB No.: 0607-0995 Approval Expires: 6/30/2018 Accessibility Privacy Security



# Race and Ethnicity Study Plan

## Web-Based Designs (Continued)

### Combined Question for Race and Ethnicity with Write-in Areas

The image displays three overlapping screenshots of the 2015 National Content Test web interface, illustrating the design for a combined race and ethnicity question with write-in areas.

**Left Screenshot:** Shows the initial question: "What is NAME's race or origin? (Help)". It includes instructions: "Select all boxes that apply. Note, you may report more than one group." and a list of checkboxes with examples:

- ☐ White (For example, German, Irish, English, Italian, Polish, French)
- ☐ Hispanic, Latino, or Spanish origin (For example, Mexican or Mexican American, Puerto Rican)
- ☐ Black or African Am. (For example, African American, Jamaican, Haitian, Nigerian)
- ☐ Asian (For example, Chinese, Filipino, Asian Indian, Vietnamese)
- ☐ American Indian or Alaska Native (For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec)
- ☐ Middle Eastern or North African (For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan)
- ☐ Native Hawaiian or Other Pacific Islander (For example, Native Hawaiian, Samoan, Chamorro, Tongan)
- ☐ Some other race or origin

Buttons for "Previous" and "Next" are at the bottom. OMB No.: 0607-0985 Approval Expires: 6/30/2018.

**Middle Screenshot:** Shows the next step: "Next, we will collect detailed information for each race or ethnicity you selected." It asks: "You said that NAME is:" followed by a list of selected categories (highlighted in green in the original image):

- White
- Hispanic, Latino, or Spanish
- Black or African Am.
- Asian
- American Indian or Alaska Native
- Middle Eastern or North African
- Native Hawaiian or Other Pacific Islander
- Some other race or origin

It then asks: "What are NAME's White origins? — Enter, for example, German group. (Help)" with a text input field. Buttons for "Previous" and "Next" are at the bottom. OMB No.: 0607-0985 Approval Expires: 6/30/2018.

**Right Screenshot:** Shows the final step for the selected categories. It asks: "You said that NAME is:" followed by the same list of selected categories. It then asks: "What are NAME's Asian origins? — Enter, for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. Note, you may report more than one group. (Help)" with a text input field. Buttons for "Previous" and "Next" are at the bottom. OMB No.: 0607-0985 Approval Expires: 6/30/2018. Navigation links for "Instructions", "FAQs", and "Save and Log Out" are visible at the top right.



# Race and Ethnicity Study Plan

## Web-Based Designs (Continued)

Combined Question for Race and Ethnicity with Detailed Checkboxes and Write-in Areas

The image displays three overlapping screenshots of the United States Census Bureau's 2015 National Content Test web interface, illustrating the design for a combined race and ethnicity question. Each screenshot features the header "AN OFFICIAL WEBSITE OF THE UNITED STATES GOVERNMENT" and the "United States Census Bureau 2015 National Content Test" title.

**Left Screenshot:** Shows the initial question: "Which categories describe NAME? (Help)". It includes instructions: "Select all boxes that apply. Note, you may report more than one group." The categories listed are: White (with examples: German, Irish, English, Italian, Polish, French), Hispanic, Latino, or Spanish (with examples: Mexican or Mexican American, Puerto Rican), Black or African Am. (with examples: African American, Jamaican, Haitian, Nigerian), Asian (with examples: Chinese, Filipino, Asian Indian, Vietnamese, etc.), American Indian or Alaska Native (with examples: Navajo Nation, Blackfeet Tribe, Mayan, Aztec), Middle Eastern or North African (with examples: Lebanese, Iranian, Egyptian, Syrian, Moroccan), Native Hawaiian or Other Pacific Islander (with examples: Native Hawaiian, Samoan, Chamorro, Tongan), and Some other race, ethnicity, or origin. Navigation buttons "Previous" and "Next" are at the bottom, along with OMB No. 0607-0985 and Approval Expires: 6/30/2018.

**Middle Screenshot:** Shows the "You said that NAME is:" section with a list of selected categories: White, Hispanic, Latino, or Spanish, Black or African Am., Asian, American Indian or Alaska Native, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, and Some other race, ethnicity, or origin. Below this, it asks for "What are NAME's specific Hispanic, Latino, or Spanish categories?" with a list of checkboxes: Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, and Colombian. A write-in area is provided with the instruction "Enter, for example, Guatemalan, Spaniard, Ecuadorian, etc." Navigation buttons "Previous" and "Next" are at the bottom, along with OMB No. 0607-0985 and Approval Expires: 6/30/2018.

**Right Screenshot:** Shows the "You said that NAME is:" section with the same selected categories. Below this, it asks for "What are NAME's specific Black or African Am. categories?" with a list of checkboxes: African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali. A write-in area is provided with the instruction "Enter, for example, Ghanaian, South African, Barbadian, etc." Navigation buttons "Previous" and "Next" are at the bottom, along with OMB No. 0607-0985, Approval Expires: 6/30/2018, and links for Accessibility, Privacy, and Security.

# Race and Ethnicity Study Plan

## Separate vs. Combined

### Research questions for making decision recommendation

Which approach yields more accurate responses, per reinterview?

What is the effect on reporting of major race/ethnic groups?

What is the effect on reporting multiple-responses?

Which approach yields more accurate multiple-responses, per reinterview?

Which yields better self-identified reporting for Hispanics, per reinterview?

Which format has lower item nonresponse rates?

What is the effect on detailed reporting, across major categories?

How do the formats affect the reporting of specific detailed groups?

What is the effect on detailed reporting in each write-in area?

How do the “race” reporting patterns for Hispanics compare across formats?

## “MENA” Category



# Race and Ethnicity Study Plan

## “MENA” Category

### **Research questions for making decision recommendation**

Which approach yields more accurate reporting of White and/or MENA, per reinterview?

Which approach yields more accurate responses, per reinterview, for respondents of MENA heritage?

Where are MENA responses being reported?

Which approach yields more accurate multiple-response data, per reinterview?

What effect does including a distinct MENA category have on detailed group reporting for MENA respondents?

Which approach optimizes detailed reporting of MENA groups, per reinterview?

What effect does adding MENA have on reporting of other major groups?

What effect does including MENA have on item nonresponse?

# Race and Ethnicity Study Plan

## Instructions and Terms

### Instruction Wording:

- *Mark [X] one or more boxes.*
  - *Mark all boxes that apply...*
- Note, you may report more than one group.*

### Alternatives for Terminology:

- “Race,” “Ethnicity,” “Origin”
- Which categories describe you?

# Race and Ethnicity Study Plan

## Instruction and Terms

### Research questions for making decision recommendation

Which instructions yield more accurate multiple-race data, per reinterview?

Which of the different terms yield more accurate multiple-race data, per reinterview?

What is the effect of instructions on reporting of major race/ethnic groups?

What is the effect of different terms on reporting of major race/ethnic groups?

What is the effect of instructions and terms on detailed group reporting?

# Race and Ethnicity Study Plan

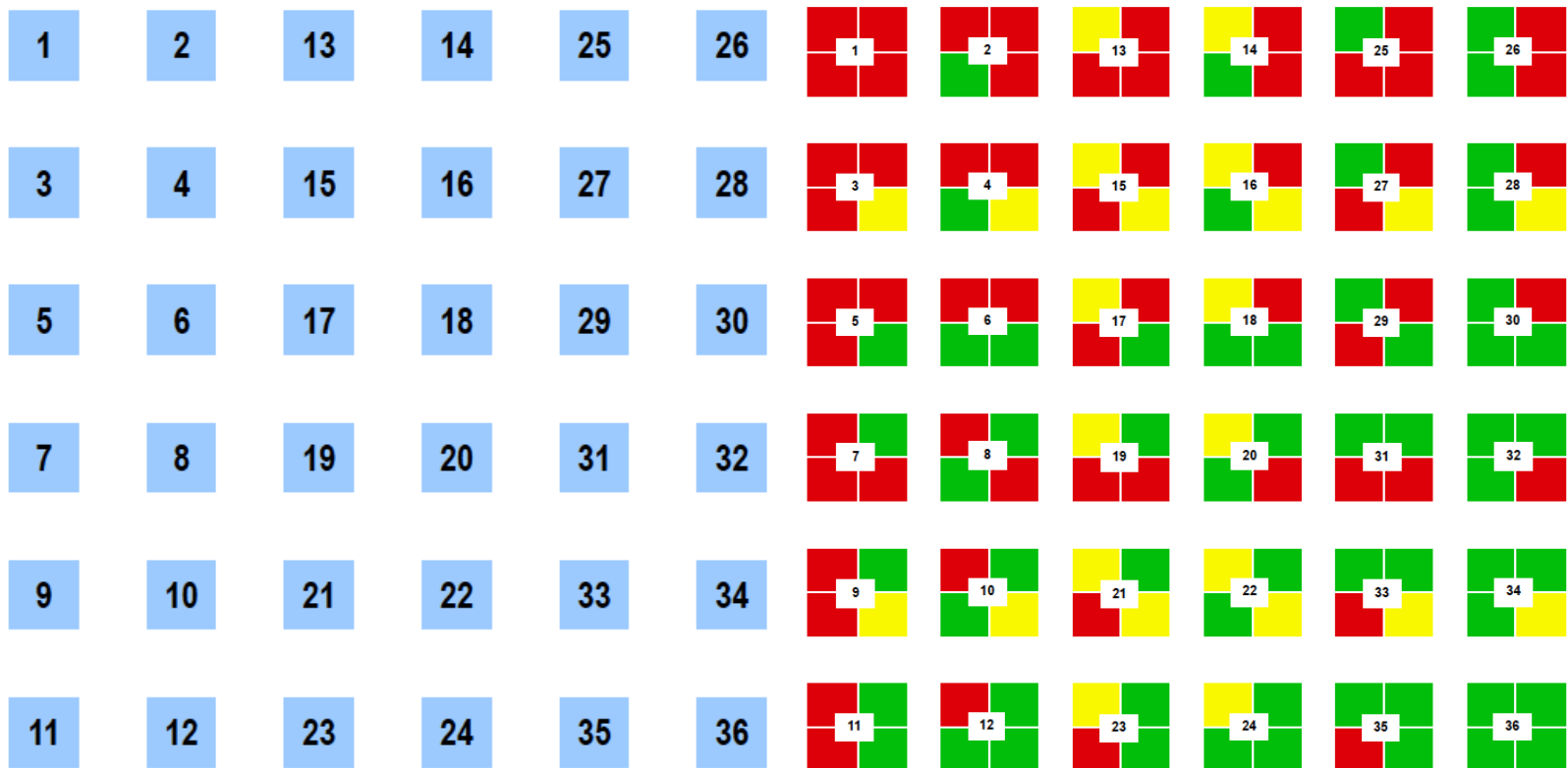
## Paths for Question Design Decisions

- Illustrates how the different NCT research dimensions are connected
- Presents a step-by-step walk-thru of each decision process for determining the ultimate question design recommendation

# Race and Ethnicity Study Plan

## Operationalizing the Decisions

Each of the 36 paths has an outcome for each of the decisions, represented by four quadrants

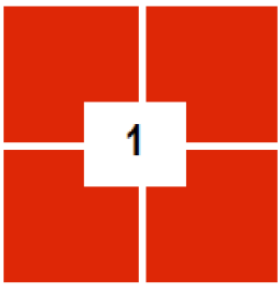
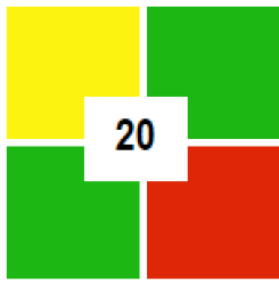
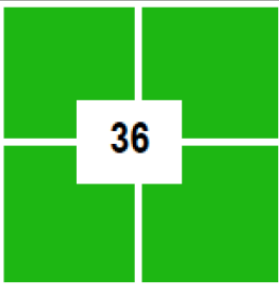




# Race and Ethnicity Study Plan

## Explanation of the Quadrant

Examples to illustrate how this operates conceptually

O P T I O N  1		separate question (red)	no MENA category (red)
		old instructions (red)	race/origin terms (red)
O P T I O N  20		combined with write-in areas (yellow)	MENA category (green)
		new instructions (green)	race/origin terms (red)
O P T I O N  36		combined with detailed checkboxes (green)	MENA category (green)
		new instructions (green)	no terms – “categories” (green)

# Race and Ethnicity Study Plan

## Feedback from Key Advisors

**This winter and spring, we are discussing the 2015 NCT Study Plan with our key advisors:**

- National Academy of Sciences Panel on 2020 Census  
(meetings in January and February)
- OMB Interagency Working Group on Race & Ethnic Research  
(meetings in January, March, and April)
- National Advisory Committee  
(meetings in March, April, and May)
- Census Scientific Advisory Committee  
(meetings in March, April, and June)

# Ongoing Engagement with Stakeholder Organizations

- Outreach and engagement with myriad communities about the 2015 NCT research plans
- Extensive public comments during from the Federal Register Notice on the 2015 NCT
- Shared NCT Study Plan with stakeholder organizations this month, and will conduct a virtual meeting to discuss research plans in late April

# Next Steps

- Incorporate advisors feedback; finalize Study Plan (Spring 2016)
- Construct data, analyze results, develop report (Summer 2016)
- Discuss research findings with OMB and Interagency Working Group on Race and Ethnic Research (Summer 2016)
- Present NCT results and recommendations to public; discuss findings with advisory groups and stakeholder organizations (Summer – Fall 2016)
- Submit content topics for 2020 Census to Congress (April 2017)
- Submit final wording for 2020 Census to Congress (April 2018)

# Questions?